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ABSTRACT

The first followup study of the graduates of the Department of Graduate Studies in Education at the University of Puerto Rico, Rio Pedras campus, was undertaken with seven objectives to determine: the satisfaction of graduates in their present work; the specific preparation provided by the graduate program; whether graduates are working in positions for which they were trained; the satisfaction with formal college training; how job satisfaction is related to individual motivation; the graduates' perception of the reinforcement provided by their jobs; and what information will be most helpful in future student selection and orientation. The conclusions reached are that: (1) the graduate department is efficiently preparing students for work; (2) job security seems more important than competitiveness to Puerto Rican students; (3) the program in secondary education has set clear goals for its students, and the graduates express high satisfaction; (4) administration and supervision seems a very rewarding profession for its graduates, whereas guidance and counseling is less so; (5) there are very few people who are meant to be leaders in their fields, and they could be located by testing; and (6) younger professionals tend to be more internally controlled than older people, and are more willing to take risks and introduce changes. A number of specific recommendations are made for the program. (Author/MSE)

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JOB REWARD, INDIVIDUAL SUCCESS AND FOLLOW-UP STUDY OF THE GRADUATES FROM THE GRADUATE STUDIES DEPARTMENT-1965-1973

ED165701

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TABLE OF CONTENTS

		Page
LIST OF TABLES		ii
ACKNOWLEDGEMENT		v
I.	Introduction	1
II.	Graduate Department of the School of Edcuation, University of Puerto Rico	2
III.	The Problem	4
IV.	Objectives	4
V.	Assumptions underlying the study	5
VI.	Hypotheses	5
VII.	Review of literature	6
VIII.	Limitation of the study	15
IX.	Methodology and procedures	16
X.	Findings	22
	Job satisfaction of the graduate	22
	The graduate's perceptions of the roles that the training program played in preparing them for their work	28
	Occupational status of the graduates in relation to the graduate program	30
	Baseline data necessary for selection and orientation for candidates to be admitted to the Graduate Studies Department	38
XI.	Conclusions	50
XII.	Recommendations	51

LIST OF TABLES

LIST OF TABLES

Page

TABLE 1: Level of Satisfaction of Graduates in relation with sex..... 23

TABLE 2: Level of Satisfaction of Graduates in terms of percentages in relation with age 24

TABLE 3: Level of Satisfaction of Graduates in relation to their work and actual job positions 25

TABLE 4: Level of Satisfaction of Graduates in relation to the year of graduation 26

TABLE 5: Level of Satisfaction of Graduates in relation to the Master degree concentration... 27

TABLE 6: Percentage of graduates in terms of satisfaction with their job 35

TABLE 7: Percentage of Graduates who have stayed in the Educational System of Puerto Rico, who were dissatisfied with their job, and their classification in relation to be internally or externally controlled 37

TABLE 8: Percentage of Graduates who have stayed in the Educational System of Puerto Rico who were satisfied with their job and classified as internally controlled, neutral or externally controlled 37

TABLE 9: Motivation toward the job graduate active students related to the areas of competency and security as measured by the WCS Scale 38

TABLE 10: Percentage, by sex, of the graduate and active students according to their motivation to work related to competency and security as measured by the WCS Scale 39

TABLE 11: Orientation of the Graduates toward work as compared with their present position 42

List of Tables

		Page
TABLE 12:	Percentage of reinforcement value that the job provides to the graduate as separated by sex....	44
TABLE 13:	Reinforcement value provided by the job and its relation with the age of the respondents....	45
TABLE 14:	Reinforcement value provided by the job and its relation to the graduates position	46
TABLE 15:	Reinforcement value provided by the jobs to the graduates and its relation to their professional concentration	48
TABLE 16:	Type of Control--internally or externally--and its relation to their academic concentration....	49

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I. Introduction

The Graduate Department of the School of Education, University of Puerto Rico, Río Piedras Campus, was created by authorization of the Council on Higher Education during the academic year 1964-65. From its creation up to 1973, a total of 1,009 students had been graduated.

The Department hopes that it is helping in developing educational leaders so as to meet the demands of the public education system of Puerto Rico. A formal study has not previously been conducted, however, by the Graduate School of Education in order to determine the effectiveness of the program in terms of adequacy of the graduates professional performance, and their professional satisfaction.

The administration and the staff of the Department are aware, nevertheless, of the need for scientific research as a tool to help improve the programs and hence cope more effectively with the educational needs of the Island. Thus the main purpose of this study is to determine if the graduates are satisfied with the academic preparation that they received in the Graduate Department of the School of Education and with the jobs they are now performing.

It was expected that the information gathered through this study could be used to bring about meaningful changes in the Graduate Department curriculum. This report presents

the major findings of the study in order to assist the Department of Graduate Studies in Education in its curriculum revision and in the selection and orientation of students as well. Although limited in its scope, the study also intends to make a contribution to the literature in educational research.

The report is divided into the following parts: background on the Graduate Department of the School of Education, statement of the problem, purposes and objectives underlying assumptions, hypotheses, related literature, methodology, major findings, conclusions, and recommendations.

II. Graduate Department of the School of Education, UPR

The University of Puerto Rico, Río Piedras Campus, has been contributing to the economic, cultural, and educational development of the Island of Puerto Rico since its creation in 1903. Aiming to prepare highly qualified professionals, the Institution created its first graduate program--Hispanic Studies--in 1927. Other graduate programs, including the doctorate degree, have been created since that year. Among the graduate programs the following can be mentioned: Graduate Program in Social Work, Rehabilitation Counseling, School of Planning, Natural Sciences, Humanities, Doctor in Philosophy with concentration in English, Spanish, and Chemistry, Juris Doctor, and Graduate Studies in Education.

The Graduate Department of the School of Education was created through a certification of the Council on Higher Education

in the academic year 1964-65. Its main purpose is to contribute in the development of highly qualified educational leaders capable of expanding, innovating, and improving the educational system of Puerto Rico.

The Program which started with two professional areas, namely Educational Administration and Supervision and Secondary Education, at present also provides training toward the Master's Degree in Guidance and Counseling and in Home Economics. Programs in English as a Second Language and in Research, Evaluation and Statistics have also been approved by the Academic Senate of the Río Piedras Campus, and it is hoped that they will be implemented in the near future.

A total of 1,009 students were graduated during the years of 1965 through 1973. The Graduate Department assumes that there are at least three obligations which must be optimally realized: (1) careful selection of appropriate candidates for a degree, (2) that the program be designed to meet the real needs of the community in terms of education, and (3) that those who are about to graduate have received adequate academic training preparation. The staff of the Department in concerned with the need of the constant evaluation of the programs and with making necessary changes so as to be sure that its goals and objectives are being achieved. In order for these changes to be properly made it is also necessary that former students be consulted so as to determine what aspects of the program were particularly useful and which were irrelevant in the performance of their jobs.

Research and evaluation are important tools in attempting to assure that the Program is accomplishing its tasks. Consequently, this is the main purpose of this report.

III. The Problem

As indicated previously the Department of Graduate Studies in Education of the University of Puerto Rico, Río Piedras Campus, has never conducted a follow-up study of its graduates. This study was intended to investigate to what extent the curriculum of the Department of Graduate Studies in Education has assisted the graduates in performing their jobs well and in getting professional satisfaction from their work.

IV. Objectives

1. To determine the level of satisfaction of the graduates in their present work.
2. To determine the specific contribution of the academic program in the preparation of the graduates.
3. To determine whether or not the graduates are engaged in positions for which they were academically trained.
4. To determine the level of satisfaction of the graduates toward their formal college training.
5. To determine how job satisfaction is related to the individual's professional motivation.

6. To determine the graduate's perception related to the reinforcement that their jobs provide to them.
7. To collect valid reference data that can assist the Graduate Department of Education in the selection and orientation for candidates to be admitted to the graduate programs in the future.

V. Assumptions Underlying the Study

1. Job satisfaction is determined by having attained the reinforcement that the individual desires.
2. Personality characteristics are as important in job success as academic ability.
3. The ability of a person to change an unsatisfactory situation is determined by how he perceives of himself as being in control of his outcomes.

VI. Hyphotheses

Accepting the above assumptions this study will test the following hypotheses.

1. Job satisfaction will be determined by the individual's motivation to work.
2. Those graduates who hold tenure with the Department of Education and are working with the educational system although dissatisfied, are externally controlled.

VII. Review of the Literature

Reviewing the literature it was found that few studies have been reported which relate directly to the purposes of this study. Eight previous follow-up studies conducted and published in the United States will thus serve as the theoretical framework for this study. These reports contain base-line data and information on the career patterns of the students, their levels of job satisfaction, their entry positions and salaries, their supervisory responsibility, and their opportunities for promotions. (Arvelo López, 1977)

Sergiovanni (1977, p. 166) found that there is evidence that significant changes in school effectiveness will not necessarily come about as a result of increasing salaries of teachers, decreasing class size, introducing new teaching materials. All of these contribute to effectiveness but their potency cannot be compared with powerful social-psychological variables such as internal commitment, motivation to work and other individual needs.

A basic principle in motivation theory is that people deeply involve themselves in work in order to obtain desired returns or rewards. Example of such investments are in time, physical energy, mental energy, creativity, knowledge, skill, enthusiasm, and effort. Returns or rewards can take a variety of forms including money, respect, comfort, a sense of accomplishment, social acceptance, and security.

Some individual's needs are best met by motivation factors which are not automatically part of the job, but which can be built into most jobs, particularly those found in schools. In return for motivation factors, teachers are prepared to seek high levels of performance and to exceed the limits of the traditional normal work relationship. If motivation factors are neglected, one does not necessarily become dissatisfied but his performance perhaps does not exceed that typically described as a fair day's work for a full day's pay. (Sergiovanni, 1977, p. 173)

Marina Tatar and Edith Tracer, (1974) discovered in their study concerning the Counselor skills and competencies that 84 per cent of the sample were completely satisfied with their jobs and 85 per cent demonstrated satisfaction for the educational experience while in school. In the personal reactions the graduates were very positive toward their colleagues, security and job competence.

In 1971 the University of Alabama conducted an evaluative study of the Program for Teachers Training at the graduate level. The results of this study stated that the 80 per cent of the graduates were satisfied with their jobs. They found a direct relation between the job satisfaction and the satisfaction derived from the previous educational experience; 80 per cent of graduates indicated satisfaction toward their jobs and 87 per cent demonstrated satisfaction toward their educational experience.

Herzberg, Mausner and Synderman (1959) found that there are various factors leading to job satisfaction. They learned that when subjects reported feeling happy with their jobs they most frequently described factors related to their tasks, to events that indicate to them that they were successful in the performance of their work, and to the possibility of professional growth. They stated that these factors of job satisfaction of the wants of the employees divided them into two groups. One group revolved around the need to develop in one's occupation as a source of personal growth, which they called "motivators". The second group, "hygiene", operated as an essential base to the first and was associated with fair treatment in compensation, supervision, working conditions, and administrative practices. The fulfillment of the needs of the second group did not motivate the individual to high levels of job satisfaction and to extra performance on the job. All that can be expected from satisfying the needs for hygiene was the prevention of dissatisfaction and poor job performance.

From the above description of what people want in a job, one can understand why some individuals will strive more, achieve and succeed even though there are no great differences in natural abilities and intelligence. It has been found that individuals who are interested in satisfying their needs or aspirations will not only do their work but will do more to improve themselves, their own situation

and their profession. Persons who seek job security will be satisfied only as long as their security exists. They are not motivated to work, but to do enough to satisfy minimum job or school requirements. Research in occupational choice and satisfaction, using Herzberg's two factor scale, is plentiful. The reader is referred to Ford, (1969) and Neff, (1968) for further information.

Borgatta and Bohrnstedt (1964-1971), in a series of studies, expanded Herzberg's findings to include personality characteristics, measured abilities, and values. They developed a scale and defined two sets of attitudes that are directly associated with work. A work-oriented (W-O) person (motivator) is one who will take risks and likes competition. Work-oriented attitudes are a measure of an individual's forward look. Hygiene or maintenance-oriented (M-O) attitude describe an individual's concern for job security and personal comfort. Maintenance attitudes are not a measure of an individual's backward look, but point to a preocupation with circumstances surrounding the job.

Comparing these two factors with work performance, Borgotta and Bohrnstedt found that a person with strong work-oriented (W-O) attitudes and a moderate maintenance oriented (M-O) attitudes, was judged most likely to rise rapidly to high-level management. A person with strong M-O and moderate W-O attitudes would stay longer in a low level position. As expected, those on the security extreme of the scale do not stay long with the company.

Administering their test to a large number of seniors moving directly from college to industry, the results showed that the starting salaries of these graduates were tied to grade-point averages, but within three years this correlation was joined by a new one. The new successful indicator of their current salaries was the measure of work-oriented attitudes made at the time of graduation. Those who are highly work-motivated, regardless of their ability, most often suceeded on the job.

The implications of their findings are numerous. But, as they stated, "academic achievement is a most important indicator of who will succeed on the job. This would be crucial information to have in any recruiting programs. However, the recruiter who uses the grade-point average in his assessment and ignores the motivation to work, that is, desire for competition and for a job with high personal challenge--would make a serious mistake". (Borgotta and Bohrnstedt, 1971, p. 81)

In Puerto Rico the trained professionals in the field of education in both graduate and undergraduate levels, have had great demand. In order to meet the demand with greatest efficiency and least cost economically, it is important that the best trained and highly motivated people are placed in positions where their talents will be best used, vis-avis achievement and desire for challenges. Likewise, those seeking security and who are well qualified should be placed in positions corresponding to their desires.

These types of positions do exist and with proper job analysis could provide accurate criteria for selection and placement, thus, using human resources more efficiently and at the same time providing satisfactions.

The two factors of the motivation-to-work construct are reinforcement conditions which reward the individual. Rotter's social learning theory (1954) considers this construct of his formula for behavior potential BP = f (GE x RV). This means that the potential for a specific behavior directed toward a reinforcement to occur in a particular situation is a function of the expectancy of the occurrence of that reinforcement following the behavior in that situation and the value of the reinforcement in that situation. In other words, what will make people act or work, is that his work has reinforcement values measured by their work-orientation attitude and that the individual has a generalized expectancy that what he does or his efforts will bring about this reward. A measure of generalized expectancy was developed by Rotter in 1966--Locus of Control.

This personality construct, internal versus external control of reinforcement, has been conceived of as a very broad variable relating a great variety of behaviors and to a great variety of potencial outcomes. Rotter (1967, p. 132) stated that locus of control might be regarded as a general expectancy regarding causality or the contingency between what one does and what happens to one. The individual who

feels he cannot control his own fate or effect a change in the environment that is frustrating to him and who does not perceive a relationship between his efforts and significant consequences is characterized as believing in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, he is characterized as believing in internal control.

The first attempt to measure individual differences in a generalized expectancy of belief in external control as psychological variable was begun by Phares (1957) in this study of chance and skill effects on expectancies for reinforcement. From this first study have evolved various derivations of this scale until a final version was developed by Rotter, Liverant, and Crowne (1961). Rotter (1966, p. 14) reports that this is a learned construct, independent of intelligence although there are sex differences.

Using the variables of independence, suggestibility, and conformity as related to internal-external control was hypothesized by Crowne and Liverant (1963) that internals would be more resistive to manipulation from the outside if, in fact, they were aware of such manipulation. If they were aware, they would feel deprived of some of their control of the environment. Externals expecting control from the outside would be less resistive. Further reviews of locus of control and other personality variables and behaviors

can be found in Rotter 1966, 1967 and Leftcourt 1966. These studies shed some light on the fact that some people will work or apply themselves more when they see that the outcome of the event is directly related to their efforts. Also these people tend to be less likely to be influenced by the majority than a person who feels that his outcomes are a matter of luck or what is automatically due him.

The constructs of Rotter's Social Learning Theory has been discussed in terms of two personality variables which are measures of these constructs. Both expectancies and reinforcement value are learned constructs developed by the individual through experiences. The measures of work-orientation (WCS) and locus of control (Rotter) are measures of individual learning, and although they function together to help predict behavior potencial, they are learned independently. Thus, it is possible that a person could have an attitude for maintenance-oriented and be internally controlled, vice-versa, or in any other combination. Of course, it could be assumed that certain combinations of the two variables are more appropriate for specific jobs, i.e., one would assume that a person who is maintenance-oriented and externally controlled would be a better librarian seeking tenure than a research director.

Different studies at the undergraduate level have been conducted and reported in the United States which attempt to describe the effectiveness of two and four-year colleges

and university programs through the achievements of their graduates. In Puerto Rico not very many studies were found even at that academic level. At the graduate level, only one study of that nature has been conducted and published, in 1966 by Rodríguez Campos.

According to the suggestions of the above mentioned study there is the need to gather information of the graduate students from the Graduate Department of Education of the University of Puerto Rico.

The revised studies do not provide enough information concerning the level of job satisfaction, correlation between the academic achievement (curricular content) and the job performance, supervisory responsibility, opportunities for promotion and their entry positions and salaries.

The external agencies, the recipients of the Graduate Department of Education graduates want to know how effective and efficient the academic programs are, the type of students the School prepares, and the success rates of these students on the job. It is urgent that in Puerto Rico more practical data collection strategies be established in order to fulfill the above mentioned needs.

VIII. Limitations of the Study

The reader is warned about the limitations of this study so that the findings can be interpreted from the proper point of view.

The limitations are:

1. We have considered "reinforcement value" as the reinforcement the graduates "perceive" their jobs are providing them.
2. Considering the WCS and Locus of Control scales we have not taken into account the cultural difference involved in the use of norms from one culture to the other. This may be an explanation of why hypothesis number one was doubtful or was rejected. Puerto Ricans heavily bent toward job security and usually follow established norms so as to keep their jobs. If the scales had been normalized for Puerto Rico we could have been able to trace the real guidelines of the Puerto Rican's individual motivation and their generalized expectancies.
3. When using the Work Component Scale (WCS) we simplified the concepts of work and maintenance orientation by taking into account only two of the seven areas provided by the scales. This decision weakens both concepts since the other areas were not taken into consideration.
4. When using the Locus of Control we subjectively divided the population into three categories almost

negating the concept of a continuum in the type of control over behavior the individual normally has.

5. Although only 405 out of the total population of 1,009 answered the questionnaire, the study generalizes its findings to the graduates entire population. By a special but valid statistical approach this prior number was inflated to the whole population.
6. This study did not investigate how effective the graduates are on their jobs. The supervisors opinions were not considered. Therefore, nobody knows if the job dissatisfaction really grows out of not being able to perform the job satisfactorily or if the individual really feels that his talents were not being properly and effectively used.
7. Different administrative difficulties such as change in the administration, personnel strikes, and the like, did not permit the research endeavor to proceed accordingly to the planned schedule.

IX. Methodology and Procedures

This study was designed to inquire into the graduate's feelings of their satisfaction toward their work and the role that their training programs played for all graduates, since the beginning of the program in 1965 up to 1973. The

study comprises a total of 1,009 graduates. In addition, a sample of 60 active students during the second semester of 1973 (January to May 1973) were also included in order to compare results. The sample of active students was chosen at random taking into consideration that there would be adequate representation from the three professional areas represented in the study, i.e., Administration and Supervision, Guidance and Counseling, and Secondary Education. Graduates who participated in the study were contacted by mail. Cooperation was received from the Department of Education of Puerto Rico in order to reach those graduates that could not be contacted otherwise.

Psychologists, professionals, and students from the Graduate Department collaborated in designing a General Questionnaire used for the study.

The questionnaire consisted of the following parts: (1) general information about the individual, (2) information about the individual's academic preparation, (3) information about the graduate's jobs outside of the public educational system.

Information was gathered about two other specific variables. Job satistaction and reinforcement value. Job satisfaction was considered as the degree of fulfillment of the graduates' desires, expectations, and needs or demands toward his job. Question number 9 (Part III) of the

questionnaire and question number 19 (Part III) specifically constitute, respectively, direct and indirect methods for determining job satisfaction. Graduates who answered one of these questions positively and the other negatively were considered inconsistent, thus they were separated from those who were satisfied or unsatisfied. On the other hand, reinforcement value was defined as the degree of reinforcement that the graduates considered their job was providing to them. By reinforcement it is meant the rewards given to an individual to strengthen a given action required by him. For the operational aspect of the definition, a reinforcement value continuum from 0 to 20 was developed. Taken into consideration was the way that the individuals answered questions from Part III of the questionnaire, specifically the following items: (10) professional prestige of the occupation; (11) possibilities of carrying out changes from his position; (12) the opportunity for creativity; (13) opportunity for making decisions; and (14) opportunity for upward vertical mobility. Answers were then translated into percentiles. Thus, it was ended with three degrees of reinforcement value: high (scores that corresponding to percentage p75 or more), moderate (scores that corresponding from p26 to p74) and low (scores that correspond to p25 or less).

Two scales were also administered: The Work Motivation Scale, prepared by Borgotta and Bohrnstedt, and the Rotter

Locus of Control prepared by J.B. Rotter. The Work Component Scale was translated into Spanish with the permission of the author. The final version of the scale has seven factors describing the individual's: (1) responsiveness to new demands; (2) potential for personal challenges and development; (3) competitiveness desirability; (4) tolerance for work pressure; (5) conservative security; (6) willingness to seek reward in spite of uncertainty vs. avoidance of uncertainty; and (7) surround concern; however, only factor number three (competitiveness) and factor number five (security) were taken into consideration when deciding whether the individual was work-oriented, maintenance-oriented or just neutral as defined in the next paragraph.

The maximum score that could be obtained in factor number three (3) was 36 and in factor number (5) was 48. Using the norms established by the Borgotta and Bohrnsted scale in the U.S.A. the following categories were established:

1. A work-oriented person - an individual who holds a percentile of 75 or less in the security area.

2. A neutral person - an individual who obtained a percentile of less than 75 in both areas.

3. A maintenance-oriented person - an individual who holds a percentile of 75 or more in the security area and a percentile of 75 or less in the competitiveness area.

The practical meaning of these three orientations are, for the purpose of the study, the following:

1. Work-oriented person - one who will take risks and likes competition.

2. Neutral person - one who possesses both orientations (work-oriented, maintenance-oriented) to more or less the same extent.

3. Maintenance-oriented person - one whose primary concern is job security and personal comfort.

For the purpose of this study only aspects one and three were considered. The neutral person is a too vague concept to be explored in this study.

The scale Locus of Control was developed by J.B. Rotter in 1966. This scale was translated into Spanish, and for the first time it was tested in Puerto Rico. It measures the generalized expectations that an individual uses in the control of his behavior. There is a continuum of points ranging from 0 to 23, where the individual was considered: (1) internally controlled (scores corresponding to p75 or more); (2) neutrally controlled (scores corresponding to p26 to p74); or externally controlled (scores corresponding to p25 or less). The practical meaning of these three variables are, for the purpose of the study, the following:

1. Internally controlled - an individual who perceives events as being contingent upon his own behavior or his own relatively permanent characteristics and who resists outside manipulation.

2. Neutral - an individual who possesses, to certain extent, both types of control (internal and external).

3. Externally controlled - an individual who feels that he cannot control his own fate or effect of a change in the environment that is frustrating to him and who does not perceive a relationship between his effort and significant consequences.

As in the case of the Work Component Scale, this study emphasizes the internally and externally controlled individual. The neutral individual cannot be expected to react in a certain way due to the circumstance of sharing both qualities.

After mailing or contacting personally the 1,009 graduates, only 405 replied. Since the study envisioned to explore the total population of graduates, a statistical technique was used to complete the whole population. The purpose was to equalize the number of males and females that replied to the total number according the Department's files. The general questionnaire and the two scales were codified so that the computer could duplicate or triplicate certain number of the questionnaires. The questionnaires that underwent such treatment were chosen at random within the male and female population of each one of the concentrations.

Further instructions were given to the computer eliminating those graduates who did not indicate the year of graduation. Thus the final number of respondents, for the purpose of the study is 987 graduates.

On the other hand, out of the 60 active graduates students who answered the questionnaire and the two scales, three of them were eliminated since they did not report their sex and their academic concentration. A total of 57 active graduates are thus considered for the purpose of the study.

X. The Findings

The results in this study are reported in the order of the seven objectives presented in the introductory section of this report.

A. Job Satisfaction of the Graduates

As it was stated previously, in this report the job satisfaction is related to various factors. In this section, sex, age, present job positions, year of graduation, and study specialization are presented as factors relevant to the level of job satisfaction of the graduates.

According to the questionnaire results 31.2% of the graduates are very satisfied with their job, 31.1% are fairly satisfied, 17.6% are satisfied, 5.4% are unsatisfied, and .05% are very unsatisfied. Some 14.2% demonstrated inconsistencies in their answers. It is

significant to establish that 79.9% of the graduates are thus in the categories of very satisfied, fairly satisfied and satisfied.

Table 1 shows the level of satisfaction of graduates in relation to their sex. Of the 326 female respondents 93% are in the three positive categories of very satisfied, fairly satisfied and satisfied.

Among the male respondents 93.2% are represented in the same three categories. Only 737 respondents were considered. Those with inconsistent responses (122) and those who didn't give any answer at all, were not considered for the purpose of this interpretation.

TABLE 1

LEVEL OF SATISFACTION OF GRADUATES IN RELATION WITH SEX

N = 737

Level of Satisfaction	SEX	
	Male	Female
Very satisfied	38.1	35.0
Fairly satisfied	33.1	38.7
Satisfied	21.8	19.5
Unsatisfied	5.8	6.6
Very unsatisfied	1.2	0.2
Total percentage	100	100
Total of respondents	326	411

Table 2 classifies the level of satisfaction of the graduates in relation to their age. Three categories were established, (20-30 years, 31-40 years, 41 or more years). Out of the 737 respondents 604 are represented in the categories of 31 years or more, the rest, 133 graduates, are under 30 years of age.

Ninety four per cent of the respondents, within the category of 31-40 years of age reacted in a positive way in the three categories of very satisfied, fairly satisfied and satisfied.

About 94 per cent in the category of 41 or more years of age are presented in those three positive levels of reaction.

TABLE 2

LEVEL OF SATISFACTION OF GRADUATES IN TERMS OF PERCENTAGES IN RELATION WITH AGE

N = 737

	AGE		
	20-30 Years	31-40 Years	41 or more Years
Very satisfied	35.3	29.7	43.6
Fairly satisfied	19.6	48.0	31.6
Satisfied	32.3	16.4	19.5
Dissatisfied	9.8	5.9	5.0
Very dissatisfied	3.0	-	0.3
Total percentage	100	100	100
Total of respondents	133	306	298

As shown in the previous table the highest percentage of the dissatisfied respondents is represented in the category less than 30 years of age.

Data pertaining to the level of satisfaction of graduates in relation to their work and actual job positions are presented in Table 3.

The graduates most satisfied with their jobs are the supervisors and next to them are the school superintendents.

About 9% of the respondents presented in the dissatisfied and very unsatisfied categories corresponded to the teachers. In the satisfied categories teachers also showed the lowest percentage of all the occupations.

The counselors and supervisors indicated their higher degree of satisfaction in the three positive options (very satisfied, fairly satisfied and satisfied).

TABLE 3

LEVEL OF SATISFACTION OF GRADUATES IN RELATION TO THEIR WORK AND ACTUAL JOB POSITIONS

	Actual Job Positions					
	Teacher	Counselor	School Principal	Supervisor	School Superintendent	Others
Very satisfied	29.1	38.7	35.6	47.2	40.0	45.5
Fairly satisfied						
Satisfied	19.2	28.0	22.3	23.6	5.0	12.1
Unsatisfied	6.6	0	6.9	0	5.0	16.6
Very unsatisfied	2.2	0	0.4	0	0	0
Total percentage	100	100	100	100	100	100
Total of respondents	182	93	247	72	40	66

The total relationship of the level of satisfaction of the graduates in relation to the year of graduation is shown for each year in Table 4. In general, graduates of the years 1965-73 are satisfied with their work performance and with the job position in the educational system of Puerto Rico.

Among the graduates in 1973 it was found that 16.1% of respondents indicated that they were unsatisfied. As shown in Table 4, this percentage is at least 4 times higher than the one presented during the years of 1965-70 and 1971.

TABLE 4

LEVEL OF SATISFACTION OF GRADUATES IN RELATION TO THE YEAR OF GRADUATION

N=736

	Year of Graduation				
Level of satisfaction	1965-70	1971	1972	1973	1971-73
Very satisfied	41.8	26.8	45.8	22.6	31.4
Fairly satisfies	34.5	39.4	37.4	33.9	37.9
Satisfied	19.5	19.5	16.8	27.4	21.5
Unsatisfied	3.9	3.9	0	16.1	8.1
Very unsatisfied	0.3	0.3	0	0	1.1
Total percentage	100	100	100	100	100
Total of respondents	354	213	107	62	382

The level of satisfaction of graduates in relation to their master's degree concentration is reported in Table 5. School Administration and Supervision is the academic concentration with the highest level of dissatisfaction. However, as presented in the same table the percentage indicating dissatisfaction is fairly low (9.2).

TABLE 5

LEVEL OF SATISFACTION OF GRADUATES IN RELATION TO THE MASTER DEGREE CONCENTRATION

N=716

	Master Degree Specialization		
	Administration and Supervision	Orientation and Counseling	Secondary Education
Very satisfied	36.6	36.1	37.7
Fairly satisfied	37.0	36.1	32.4
Satisfied	17.2	24.8	25.9
Unsatisfied	8.0	3.0	4.1
Very satisfied	1.2	0	0
Total percentage	100	100	100
Total of respondents	413	133	170

The graduate's perceptions of the roles that the training program played in preparing them for their work

The results here presented were gathered from questionnaire as explained before. Some questions required the graduates to categorize the impact that graduate studies had on their jobs in terms of:

a. very favorable
b. quite favorable
c. no effect at all, and
d. unfavorable

The findings are presented in terms of the professional concentration, by the year of graduation, the academic classification of the masters-programs, and by the degree of satisfaction of the graduates with respect to their studies.

1. In general, the findings are the following: 94.8% of all the graduates considered that the impact of the graduate program was fairly or very favorable; 4.8% considered the impact to have had no effect at all in their jobs, while only 0.4% indicated the impact as unfavorable. When considering the sex of the graduate on categorizing such impact, the results were similar for both sexes.
2. Regrouping the graduates by their academic concentration, it was found that the major discontent (including the unfavorable and no effect at all

categories) came from Secondary Education graduates although such discontent did not surpass 11% of the graduates in the Secondary Education group.

3. Comparing the opinion of the graduates over the impact of the master degree programs in their jobs by the year of graduation it was found that 94% of graduates from 1965 to 1970 considered the impact to be favorable. On the other hand, this percentage increased to 96% in the period from 1971 to 1973. This might imply that the effectiveness of the Graduate Department in preparing the graduates for their job increased as the Department became older and the professors gained more experience.
4. When comparing the impact of the master's program in the jobs of the graduates with the way that they would classify the master's program in general, the findings showed that 84% of the graduates that rated the impact as fairly or very favorable, classified the master's program as excellent, and 15% of the graduates who rated the impact as quite or very favorable, classified the master's program as average.
5. When asking the graduates to rate the impact of the program versus degree of satisfaction with their

graduate studies, it was found that 94.5% of the graduates that rated the impact as fairly or very favorable, responded at the same time that they were very satisfied, fairly satisfied or satisfied with their graduate studies. This indicates, by the same token, that 5.55% of the graduates that considered the impact of the program as fair or very favorable, were dissatisfied with their graduate studies.

Occupational status of the graduates in relation to the graduate program

The study attempted to ascertain if the graduates were occupying positions for which they were specifically trained.

The present job position of the graduate was correlated with his master's concentration in his graduate studies.

The positions held by the graduates were classified in four major categories: teacher, counselor, school or regional administrator, and others, (curriculum technician, social worker, government employee and the like were included in the other category). It was decided not to include the other category in the interpretation of the study because it was hard to decide if they were really academically prepared to perform such jobs.

The findings that follow are presented according to the three concentrations offered by the Department of Graduate Studies; i.e. Administration and Supervision, Guidance and Counseling and Secondary Education:

1. Graduates whose concentration at the master's level was Administration and Supervision amounted to 566.

A comparison of present position for master's graduates with concentration in Administration and Supervision was made to see if they are occupying positions for which they were trained. Some 18.2% of the graduates are working in the other categories as explained before.

2. Graduates with master's concentration in Guidance and Counseling amounted to 206.

The analysis of the graduates of this concentration showed that 68.6% of them were occupying positions for which they were trained; 19.6% of them were not occupying positions for which they were trained (teacher, principal) and the remaining 11.8% belonged to the other category (social work, program director, college director, and the like).

3. Graduates with master's concentration in Secondary Education.

The findings showed that 56.3% of the participants were occupying positions for which they were trained (teachers, supervisors); 7% of them were occupying positions for which they were not trained, while the remaining 36.7% were occupying positions in the other categories (coordinator, program director, students, etc.).

4. Graduate's reactions toward the Master's Studies

Information for this part of the study was gathered using the previously mentioned questionnaires.

Graduates were asked to express their opinions toward the master's program they were exposed, using the following categories:

1. very satisfied
2. fairly satisfied
3. satisfied
4. unsatisfied
5. very unsatisfied

For the purpose of the study it was considered that the graduate was satisfied with the master program when he or she selected one of the following categories:

1. very satisfied
2. fairly satisfied
3. satisfied

If such was not the case it was considered that he or she was unsatisfied. It was found that:

1. In general, there was great satisfaction with the master's studies (92% answered one of the first 3 choices). The choice of very satisfied was 31% of all the graduates.
2. Considering satisfaction in the three academic concentrations offered by the Graduate Department of Education it was found that:
   a. 98% of the graduates with concentration in Administration and Supervision were satisfied.
   b. 90% of the graduates with concentration in Guidance and Counseling were satisfied.

c. 84% of the graduates in Secondary Education were satisfied.

It is interesting to observe that the area of Secondary Education seems to present some question about the effectiveness of its curriculum and its application to jobs in the public educational system. Consistently a lower percentage of graduates of this program seems to be less satisfied when compared with administrator and counselors. Further research in this field is thus recommended so that the possible weaknesses of the program may be identified and appropriately remedied.

3. In considering sex, no significant differences were found.

4. When studying the satisfaction by age groups, 20-30, 31-40 and 41 or more years, it was found that satisfaction increased as the age of the graduates also increased. For example:

20-30 years	85.3% were satisfied
31-40 years	91.2% were satisfied
41 or more	96.1 were satisfied

In other words the youngest group (20-30) was the least satisfied with their master's studies program as compared with the others.

5. Individual Motivation to Work

Previous studies have accepted that the individual needs to be motivated in order to be really effective in his

or her job. Items of the study related to the individual motivation to work were answered by 920 participants. Analysis of the answers showed that 79.7% of the graduates are maintenance oriented (keeping their jobs as a way of living) while 19.7% are work oriented, commited to the job and willing to introduce changes in order to improve it.

Evaluating their job competency, through the established norms for the W.C.S. scale in the United States, it was found that 70.6% of the graduates had low motivation toward competitiveness, 22% had a moderate motivation, while 7.4% were highly motivated to compete.

Analyzing the security variable, using again the norms established in the U.S. for the W.C.S. scale it was found that 81.10% of the respondents showed high motivation toward their work, 10.5% demonstrated a moderate motivation toward their job, while 8.4% appeared to have low motivation toward their job.

It could be inferred from the above data that people who are maintenance oriented show high motivation toward their work. They have on the other hand, fairly low motivation toward competitiveness. In other words, they just do their work but their performance does not exceed that typical described as fair's day work for a fair day's pay.

Achievement, recognition, work itself, responsibility, and advancement are the factors identified by Herzberg as contributing primarily to satisfaction. One of the hypotheses

of the study states that job satisfaction will be determined by individual's motivation to work. Table 6 shows the percentage of graduates according to the degree of satisfaction shown toward their work and classified, at the same time, by categories of work oriented versus maintenance oriented.

TABLE 6

PERCENTAGE OF GRADUATES IN TERMS OF SATISFACTION WITH THEIR JOB

N=792	Work oriented	Neutral	Maintenance oriented	Total
Very satisfied	0	20.2	79.8	253
Fairly satisfied	0	14.7	85.3	245
Satisfied	1.4	18.6	80.0	145
Dissatisfied	5.4	0	94.5	37
Very unsatisfied	0	80.0	20.0	5
Inconsistents*	1.8	23.4	74.8	107
		Total of respondents		792

Information presented in Table 6 clearly rejects the hypotheses of the study. Individuals who indicated to be fairly or highly satisfied resulted to be maintenance oriented instead of work oriented. As it is shown in Table 6 there is no one respondent who is fairly or highly satisfied under the work oriented category. It can be noted on the other hand, the majority of participants who were rated as work oriented indicate to be fairly or highly dissatisfied with their job. Only 1.4% of the participants who were classified under work oriented category indicated to be satisfied.

*Gave more than one answer or did not answer the item.

There seems to be an incongruency with respect to individuals who are dissatisfied with their jobs and are work oriented. It does not have to be an incongruency however. Reasons like interpersonal relations, supervisory problems, and other problems related to the job, but not the job itself, might be affecting the behavior of those individuals. That situation would appear to be a matter worthy of further research.

Reinforcement value within the professional jobs, of the respondents working with the educational public system of Puerto Rico, was also investigated. It was found that 27.5% of the graduates reported that the reinforcement they received from their job was high, 47.6% reported the same reinforcement as moderate while 24.9% said that reinforcement received from their job was low. As it can be observed only 27.5% or approximately one fourth of the respondents reported that they receive sufficient reinforcement from their jobs. More than 70% of the participants that responded to the item were partially or totally dissatisfied with the reinforcement they receive from their jobs.

The study wanted to determine if the graduates who were satisfied and stayed in their jobs were internally or externally controlled. Table number 7 presents information related to the above mentioned item.

TABLE 7

PERCENTAGE OF GRADUATES WHO HAVE STAYED IN THE EDUCATIONAL SYSTEM OF PUERTO RICO, WHO WERE DISSATISFIED WITH THEIR JOB, AND THEIR CLASSIFICATION IN RELATION TO BE INTERNALLY OR EXTERNALLY CONTROLLED

N= 23

Degree of Satisfaction	Graduates that have stayed in the system and are dissatisfied and type of control			
	Internally	Externally	%	Respondents
Dissatisfied	36.4	63.6	100	22
Highly Dissatisfied	0	100.0	100	1

Data presented in Table 7 partially accepts the hypothesis that graduates who are dissatisfied in their jobs but have stayed in the educational system are externally controlled.

When satisfaction is high the percentage of internally controlled respondents is also high. Table number 8 illustrates this conclusion.

TABLE 8

PERCENTAGE OF GRADUATES WHO HAVE STAYED IN THE EDUCATIONAL SYSTEM OF PUERTO RICO WHO WERE SATISFIED WITH THEIR JOB AND CLASSIFIED AS INTERNALLY CONTROLLED, NEUTRAL OR EXTERNALLY CONTROLLED

N = 296

Degree of Satisfaction	Graduates who have stayed in the educational system and type of control				Total
	Internally	Neutral	Externally	%	Respondents
Highly satisfied	40.0	33.6	26.4	100	110
Fairly satisfied	25.2	51.3	23.5	100	119
Satisfied	34.3	49.3	16.4	100	67

As it is shown in the previous table, when people are satisfied or highly satisfied with their jobs they tend to be internally controlled, i.e., they can judge themselves, have more control of their behavior and by the same token, they experiment more satisfaction from their jobs.

Baseline data necessary for selection and orientation for candidates to be admitted to the Graduate Studies Department.

As part of the study two different scales were used: Rotter's locus of control and W.C.S. which measures the individual motivation to work.

Evaluating the expectations that the students had related to control, it was found that 24.5% were internally controlled, 26.3% externally while 49.1% were classified as neutral.

Table 9 shows results related to the degree of motivation to work of the graduate participants as compared with the active students who participated in the study.

TABLE 9

MOTIVATION TOWARD THE JOB GRADUATE ACTIVE STUDENTS RELATED TO THE AREAS OF COMPETENCY AND SECURITY AS MEASURED BY THE W. C. S. SCALE

Motivation toward the job	Graduates		Active Students	
	Competency	Security	Competency	Security
High	7.4	81.1	5.3	71.9
Moderate	22.0	10.5	22.8	17.5
Low	70.6	8.4	71.9	10.5

As shown in Table 9, results from both graduate and active students are very similar in terms of competency and security toward the job. It seems to be clear that participants in both groups prefer a type of job where they don't have to compete with their fellow workers. In the area of security the table shows a slight difference which might indicate that the percentage of active students are not so much concerned with security in their job as most of the graduates are.

The study tried to find out if there are great differences in terms of competency and security toward the job when related to sex. Findings of this aspect of the study are presented in Table 10.

TABLE 10

PERCENTAGE, BY SEX, OF THE GRADUATE AND ACTIVE STUDENTS ACCORDING TO THEIR MOTIVATION TO WORK RELATED TO COMPETENCY AND SECURITY AS MEASURED BY THE W.C.S. SCALE

Motivation to work	Competency		Security		Active Competency		Students Security	
	Male	Female	Male	Female	Male	Female	Male	Female
High	6.6	8.0	86.8	76.7	4.0	6.3	72.0	71.9
Moderate	14.4	27.7	8.0	12.4	16.0	28.1	20.0	15.6
Low	79.0	64.3	5.2	10.8	80.0	65.6	8.0	12.5

As it can be observed, men tend to be less willing to compete in their jobs than women. Reasons for that attitude should be further investigated.

It should be noted that W.C.S. scale has been standardized to be used in the U.S. However, it was used in this study in Puerto Rico. Results of the study, however, are congruent with some well-known characteristics that generally tend to describe the Puerto Ricans as persons and as professionals. Some authors, sociologists, psychologists and newsmen have said that the Puerto Ricans are "spiritless", tend to underestimate themselves and are very easygoing people. Results of the study tend to demonstrate that most of our graduates, especially men, do not like to run any risk and like to work within a fairly structured and rigid frame of work. Security in their job is a very important concern for them. On the other hand, it can be inferred that these persons will avoid situations where they have to take decisions, work independently and be creative. It can also be inferred that because of cultural reasons, where the man is still the main source of family income, they tend to conform in order to keep their jobs.

It is interesting to observe that in the case of the active students there is no difference between males and females in terms of security. Although the percentages for the category of security are still high for both males

and females, everything seems to indicate that because they are younger than graduates and are functioning as students they tend to feel more eager to compete and to take decisions on their own than the graduates.

Trying to find reasons for the difference in attitudes between groups, the researcher tried to investigate the way that they financed their graduate studies. It was found that only 25.5% of the active students had received financial aid for their studies as compared with 42.1% of the graduates.

Orientation toward the job was also studied and related with sex, age and professional concentration. Table number 11 presents some information related to these variables.

The information presented in Table number 11 shows that more men than women among graduates are concerned with external condition of their jobs, i.e.; they are maintenance oriented. Possible reasons for this attitude were previously explained. Age appeared to be an interesting factor related to the type of orientation the graduate demonstrated in relation to his or her job. Only 65.3% of the younger graduates (20-30) were maintenance oriented as compared with 81.2% and 87.9% of the graduates among 31-40 and 41 or more years, respectively.

An analysis of the professional concentrations of the graduates showed that there are no great difference among them as may be related to the graduates orientation

to work. The majority (more than 75%) appeared to be maintenance oriented.

A comparison between the graduates and the active students demonstrated again that the latter are less concerned with maintenance and seemed to be most willing to do things on their own. It should be noted, however, that in the case of the active students, the guidance counselor candidates included more neutrals relatively than any other group. Seventy one per cent (71.4%) of them are in that category as compared with 26.3% of the future administrators and 36.4% of the secondary school teachers. The attitude of not taking definite positions, should be a motive of concern for the faculty of that program and its reasons should be further studied.

TABLE 11

ORIENTATION OF THE GRADUATES TOWARD WORK AS COMPARED WITH THEIR PRESENT POSITION

N=852

Orientation toward job	Teachers	Counselor	School Principals	Supervisor	Superintendents	*Others
work oriented	0.9	0	1.3	0	0	0
Neutral	27.2	17.2	13.5	26.4	8.2	19.8
Maintenance	71.9	82.8	85.2	73.6	91.8	80.2
Total	224	116	310	72	49	91

* Program directors, coordinators, etc.

Information presented in Table 11 is consistent with the findings already described relating to the orientation to work of the graduates. All the professional positions described in Table 11 are highly maintenance oriented. People who worked as school superintendents got over 90% in the maintenance category. It should be noted that only 1.3% of the school principals were rated as work oriented. School principals are in a position where they can promote change; as a matter of fact they are supposed to be the agents of change. If they are not work oriented and are well motivated, the possibilities of promoting changes are poor.

The researcher tried to find if the year of graduation had some relationship with the orientation attitude of the graduate toward his or her work. No relevant correlation was found in that respect. The degree of reinforcement value that the job seemed to provide to the graduates was then studied. The information was related with the sex of the respondents.

TABLE 12

PERCENTAGE OF REINFORCEMENT VALUE THAT THE JOB PROVIDES TO THE GRADUATE AS SEPARATED BY SEX

N = 987

Reinforcement value provided by the job	Male	Female
High	33.7	24.2
Moderate	46.2	50.6
Low	20.1	25.2
Total Per cent	100	100
Total Respondents	424	563

Interestingly, more men than women reported to receive high reinforcement value from their job. The researcher did not find specific reasons to explain this finding. Cultural patterns might be among the reasons. Another possible reason is that more men than women were, at the moment of the study, in decision making positions. Real reasons for that difference should be further investigated.

The researcher tried to probe deeper into the reinforcement value provided by the job as related to the ages of the participants. As Table number 13 shows the younger the person the less reinforcement value he or she receives from his or her job. It can also be interpreted that the older the person he or she tends to be more satisfied with the job.

TABLE 13

REINFORCEMENT VALUE PROVIDED BY THE JOB AND ITS RELATION WITH THE AGE OF THE RESPONDENTS

N = 987

Reinforcement value provided by the job	A G E 20-30	31-40	41 or more
High	22.1	24.2	35.7
Moderate	61.9	45.7	45.8
Low	16.0	30.1	18.5
Total percentage	100	100	100
Respondents	181	422	384

The researcher went further trying to correlate the different professional positions with the reinforcement values that these positions provided to the graduates. Results correlated positively with the hierarchy position of the respondents; i.e., the higher the position in the administrative ladder, and the greater the possibilities of professional prestige provided by the position, the more reinforcement value the professional receives from the position.

Table 14 illustrates in detail the above mentioned conclusion.

TABLE 14

REINFORCEMENT VALUE PROVIDED BY THE JOB AND ITS RELATION TO THE GRADUATES POSITION

N=987

Reinforcement provided by the job	Graduate Professional Occupations					
	teacher	counselor	school principal	super-visor	school supte.	*Others
High	21.7	11.2	33.5	33.8	51.9	33.7
Moderate	52.9	58.6	46.8	48.8	40.4	43.5
Low	25.4	30.2	19.7	17.5	7.7	22.8
Total percentage	100	100	100	100	100	100
Total respondents	244	116	340	80	52	92

* Program director, coordinators, etc.

As it can be observed in the above table, the guidance counselors reported the lowest percentage of high reinforcement value provided by their jobs. The same group accumulated the highest percentage in the neutral category. This finding is congruent with the information presented in table number 11, related to the orientation to work. It is suggested once more that the attitude of the counselors toward their position should be investigated.

All the graduates were divided in the three major academic concentrations offered by the Graduate Department and the researcher investigated which one of the concentrations provided more reinforcement value to the professionals. Findings corroborated information already gathered where graduates from Administration and Supervision appeared to be more satisfied while the Guidance Counselors were less satisfied with the jobs they are performing. As Table 15 shows 34.1% of the administrators reported that they receive high reinforcement value from their job, 26.5% of the secondary school teachers reported the same answer and only 14.0 of the counselors said that they received high reinforcement value from their jobs. This group, the counselors, reported the highest percentage of low reinforcement value provided by the job. It can be inferred from the findings that the counselor position in Puerto Rico does not have the same prestige and the glamour that other professional positions appear to have.

TABLE 15

REINFORCEMENT VALUE PROVIDED BY THE JOBS TO THE GRADUATES AND ITS RELATION TO THEIR PROFESSIONAL CONCENTRATION

N=987	Academic Concentration		
Reinforcement value provided by the job	Administrator & Supervisor	Guidance and Counseling	Secondary School
High	34.1	14.0	26.5
Moderate	44.7	52.2	54.9
Low	21.2	33.7	21.9
Total percentage	100	100	100
No. of respondentes	556	178	253

The researcher tried to correlate the type of control of the graduates, namely internally or externally, with their academic concentration. Contrary to information already reported, it was found that the counselors accumulated the highest percentage of professionals who were internally controlled and the administrator reported the lowest percentage in the same category. It can be inferred that while the administrators received more reinforcement value from their jobs they were, at the same time, less internally controlled than the counselors. It was already noted that the counselors received less reinforcement value from their jobs. It can be concluded

that although the counselors were less satisfied with their jobs, they behaved more like themselves. This kind of behavior can be understood, to a great extent, as being due to the nature of the training that they receive in their professional preparation.

Table number 16 presents data supporting the above mentioned conclusions.

TABLE 16

TYPE OF CONTROL--INTERNALLY OR EXTERNALLY--AND ITS RELATION TO THEIR ACADEMIC CONCENTRATION

N=959	Academic Concentration		
Type of control	Administrator & Supervisor	Guidance and Counseling	Secondary School teachers
Internally	24.4	30.9	33.4
Neutral	50.5	46.1	39.5
Externally	25.1	23.0	25.1
Total percentage	100	100	100
Number of respondents	566	178	215

XI. Conclusions:

1. The Graduate Department is efficiently preparing graduates for work.
2. Puerto Rican professionals are heavily oriented towards the security of their jobs. Competitiveness is not in itself a goal for them.
3. The program in Secondary Education seems to be the program that has defined some clear goals for preparing graduates for their work. It may have something to do with the satisfaction that students appear to receive from that program.
4. Administration and Supervision seems to be a very satisfying and rewarding profession for the graduates. On the contrary, Guidance and Counseling raise questions as to the relative reward of that profession.
5. There are very few people who are meant to be leaders in their fields. Instruments such as the Rotter Locus of Control and WCS could be used to point out such individuals.
6. Younger professional appeared to be more internally controlled than oldest people, and they are by the same token more willing to run risks and to introduce changes.

XII. Recommendations

1. Research studies should be continuously developed so as to be sure that the graduate program is fulfilling its objectives.
2. A future study should investigate the opinion of the supervisors in terms of the graduate performance in their jobs.
3. Guidance program should be carefully studied so as to find out why the reinforcement value and job satisfaction of the counselors are usually lower than those of other graduates from the same department.
4. Locus of Control and WCS scale, normalized with Puerto Rico population, can be used as an important criterion for the selection of students to the Graduate Department.

Researcher's specific recommendations

Due to the importance of the study, the researcher strongly makes the following recommendations:

1. Findings of this study should be discussed with the faculty of the Graduate Department of Education, Administrators of the College and with the Department of Public Education.
2. The report should be published for the benefit of other educators and interested people in the field of research in education.